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ABSTRACT

A curriculum of "Special Topics" for workplace education programs was developed. Project staff took into account former participants' suggestions and recommendations for workshop topics and brainstormed ideas for inclusion into the curriculum. Both commercially produced and instructor-made materials on stress management, communication skills, time management, assertiveness, job retention skills, and computer literacy were researched and reviewed. Final workshop contents were assembled and the curriculum was implemented. The computer literacy workshop consisted of six 2-hour sessions at the Adult Education and Job Training Center. Other workshops were 1 1/2 hours long and were presented at the worksite. Total attendance was 155, with approximately 60 different individuals participating. (The 20-page report is followed by appendixes containing the seven-part curriculum. The seven topics are as follows: time management, assertiveness, success on the job, stress management, communication skills, success on the job II--combination of assertiveness and time management resources and curriculum, and computer literacy. Materials provided for each topic include a resource list, seminar or workshop content outline, and information, exercises, and handouts used in the seminar or workshop. Correspondence and enrollment and participant evaluation forms are provided.) (YLB)

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ED352541

Workplace Education: Special Topics

Final Report

by

Randy L. Varner, Instructor

Carol Molek, Project Director
1991-1992

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Aknowledgements

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical advice and guidance.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

We would also like to thank the participating industries for their help and support throughout the project: Freedom Components; Echo Ultrasound; Skills, Inc.; and Ford New Holland.

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Curriculum:

- Time Management
- Assertiveness
- Success on the Job
- Stress Management
- Communication Skills
- Success on the Job II
- Computer Literacy

Correspondance and Forms

Abstract

Title: "Workplace Education: Special Topics"

Project Director: Carol Molek

Address: T.I.U. Adult Education and Job Training Center
1020 Bellevernon Avenue
Lewistown, PA 17044

Phone Number: (717)248-4942

Duration of Project: **Federal Funding:** $13,350

From: July 1, 1991 **To:** June 30, 1992 **Number of Months:** 12

Objectives:

-to develop the curriculum of "Special Topics" for workplace education programs
-to provide this training for approximately 30 workers
-to document the progress of the project and disseminate the product and final report.

Description:

"Workplace Education: Special Topics" was designed to provide training in specific topics which will motivate participants to stay involved with workplace basic skills training. The training was designed to respond to requests from employees for workshops in these areas. Topics included: stress management, communication skills, diversity in the workplace, assertiveness, job success, and computer literacy. Our goal was to improve the quality of our workforce and to meet the needs of the employers in our community.

Target Audience:

The target audience for the curriculum were workers in basic skills training locally and, through dissemination, across Pennsylvania.

Products:

The product is a final report including curriculum on each topic.

Method of Evaluation:

A successful evaluation was based on:
(1) development of the six part curriculum
(2) delivery of the curriculum to approximately 30 individuals
(3) feedback from employers and employees
(4) revision and dissemination of the final report and curriculum.

Workplace Education: Special Topics

Introduction

The "Workplace Education: Special Topics" project was a special 353 project designed to enhance workplace literacy programs. The task of motivating and fostering both employers and employees to participate in workplace education programs is not an easy task. It is for this reason that the Adult Education and Job Training Center decided to develop a workplace curriculum that was based primarily on former workplace participants' suggestions. The basic skill areas that were addressed in the curriculum were reoccurring topics that had been requested on questionnaires and in interviews with both employers and employees. Topics addressed were stress management, time management, assertiveness, computer literacy, and job retention skills. The computer literacy skill area was a topic that always generated a lot of requests from employees who were seeking to improve their marketable skills. Stress management is a topic that everyone needs to be familiar with not only for workplace related concerns, but for health reasons as well. Recent studies have shown a direct correlation between stress and the onset of certain diseases and disorders. Time management, assertiveness, and job retention skills areas of the

curriculum are primarily workplace based, although the skills addressed are certainly applicable to everyday life. It was hoped that by addressing these topics it would aid in the recruitment and/or retention of workplace education students. Throughout the 1991-1992 fiscal year many clients have taken advantage of this program. The time frame for the special project follows:

Phase 1: (July 1991-September 1991) Research and development of topics for inclusion in curriculum. Final development of topics and curriculum.

Phase 2: (October 1991-May 1992) Conduct workshops and adjust topics and curriculum.

Phase 3: (May 1992-June 1992) Revise topics and curriculum as needed. Prepare final report.

The project director was Carol Molek. Ms. Molek coordinates programs at the Tuscarora Intermediate Unit's Adult Education and Job Training Center. Ms. Molek has eight years experience coordinating adult programs for the Tuscarora Intermediate Unit. Ms. Molek directed the project, supervised and directed the other personnel involved, was reponsible for maintaining the planned

time frame, recruited program participants and reported to and communicated with the Pennsylvania Department of Education. The instructors for the program were Randy Varner, Kelly Barron, Suzanne Fisher, and Troy Scott. Mr. Varner has three years experience at the Center as a GED instructor and youth crew supervisor. Ms. Barron has two years experience at the Center serving as an adult instructor and Life Skills teacher. Ms. Fisher has been a presenter on a variety of topics for local industry as well as working on employment issues with the single parent/displaced homemaker program. Computer instructor for the program was Troy Scott. Mr. Scott has instructed adults in various adult education subjects and in computer literacy.

The audiences who can benefit most from this program are adults who would like to learn some coping mechanisms for various work-related problems, or adults who would like to become computer literate. Ideally this program would cause a hunger in these groups for more education programs. Students were encouraged to contact our center after workshops to explore the many different programs we offer. Employers can benefit from the types of programs that were included in this special project just as much as their employees. It was hoped that the worker who needs basic skills training would find these programs an easy entry point to further education.

Permanent copies of this report can be obtained from:

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Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

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Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Workplace Education: Special Topics" was administered by the Tuscarora Intermediate Unit #11. The TIU is a local education agency which provides educational and management services to 11 school districts and 2 area vocational-technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Tuscarora Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Previous Adult Center programs have included thirty 310/353 special projects; 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; and the Carl

Perkins project for single parents and displaced homemakers.

"Workplace Education: Special Topics" was based at the Tuscarora Intermediate Unit's Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational-Technical School in Lewistown, Mifflin County. The Adult Center is home to a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin Counties. February 1992 marked the Adult Center's 8th year of successful operation.

Program Design

Problem Statement

Recruiting and retaining workplace education and workplace literacy participants has always been a difficult task for our program. The problem ranges from employers failing to understand the benefits and rewards of their employees participating in educational programs to employees failing to see the relevence of their participation with regard to their vocational success. It is for this reason that the Adult Education and Job Training Center decided to design a curriculum using former workplace education participants' suggestions and recommendations. "Workplace Education: Special Topics" was conceived not only to recruit new clients but also to serve clients in non-academic topic areas that are essential to job growth and development. The areas that were addressed-- stress management, communication skills, time management, success on the job, assertiveness, and computer literacy are all very important in the day to day success of an employee at any level of an organization.

These two ideas were the main thrust of our program: (1) recruit students for our workplace education programs, and (2) provide the clients with high quality presentations on workplace related topics.

Although the presentations were geared toward work related problems and concerns, the skills acquired through these presentations were transferrable to other aspects of life as well.

Goals and Objectives

To address the problem, the "Workplace Education: Special Topics" program originally had the following objectives:

(1) to develop a "Special Topics" curriculum consisting of topics that were requested by past workplace education students.

(2) to provide "Special Topics" training for at least 30 individuals employed by local industries.

(3) to document the success and problems of "Special Topics" and disseminate the project through a final report along with the curriculum.

Procedures Employed

After taking into account former participants' suggestions and recommendations for workshop topics, the staff involved brainstormed ideas for inclusion into the currriculum. The project director then reviewed the suggested topics and decided on the appropriateness and feasibility of each suggestion for our program. Staff involved then researched and reviewed materials on stress management, communication skills, time management, assertiveness, job retention skills, and computer literacy. Both commercially produced and instructor--made materials were reviewed and evaluated for use in the curriculum. After research and review, final workshop contents were assembled and the curriculum was ready to be implemented(a copy of the curriculum is included in the appendix).

With the exception of computer literacy which lasted for 6 two-hour sessions at the Adult Center, each workshop was 1 1/2 hours long and was presented at the employees' worksite.

Recruitment again was a rather difficult undertaking with this workplace education program. Working with our large network of community based organizations and the Mifflin County Industrial Development Corporation, industries and workplaces were contacted

with correspondance consisting of a letter from the project director explaining our program and a registration form (samples are included in the appendix). Follow up calls were made to various industries by staff members. Staff members were responsible for scheduling the workshops that they were presenting. Often, this required much effort to co-ordinate the staff members' schedules with industries' wants. Every effort was made to accomodate workplace presentation requests at the time and date that the industries requested.

After conducting workshops, staff members revised and adjusted their presentations accordingly. Participants completed evaluation forms at the conclusion of each workshop, and these were used in the revision and adjustment stage. Follow up calls were also made to the human resource directors and managers of the industries which participated in our programs for feedback. Active, hands-on participation was employed as much as possible during workplace presentatations. Enrollment for "Special Topics" was open to everyone. Each participant in "Special Topics" completed an intake form, an example of which is provided in the appendix.

Often at the request of workplaces, we would provide hybrid workshops that had the flavor of several areas of the curriculum. A deeper explanation of this occurs in the "results" section. Again, every effort was made to satisfy clients' requests.

At the conclusion of the workshops, staff members explained the different programs that the Adult Education and Job Training Center offers and gave clients brochures and contact phone numbers.

Results

Objective #1

-to develop the "Special Topics" curriculum

This objective was successfully met by mid-September 1991. The primary workshops developed were: Stress Management, Time Management, Communication Skills, Assertiveness, Success on the Job, and Computer Literacy. The topics to be presentedwere determined after a staff meeting of Ms. Molek and the instructors.

Throughout the course of the program the workshop contents were adjusted and revised depending on the nature of the target clients. Several "hybrid" workshops were born over the course of the program (a complete curriculum including all original and hybrid workshop contents is included in the appendix). For example, time management and assertiveness were combined into a new Success on the Job workshop after a manager at a local industry expressed interest in both topics, yet only had enough time for one workshop. So in keeping consistent with our policy of always making the extra effort to satisfy our clients' needs, we created a new workshop. For a complete listing of all workshops please see both Objective #2 and the appendix.

Objective #2

-to provide "Special Topics" training for approximately 30 workers.

This objective was met after only our third of twelve workshops. The response from local industry for "Special Topics" was enthusiastic. Altogether, the total attendance for the workshops was 155, with approximately 60 different people utilizing these workshops (some people attended more than one workshop). The attendance breakdown both for industry (Table 1) and workshop title (Table 2) is as follows:

TABLE 1

INDUSTRY	DATE	TITLE	ATT.
Freedom Cmnts.	2-14-92	Success on the Job	9
Skills, Inc.	2-25-92	Assertiveness	9
Skills, Inc.	4-7-92	Stress Management	9
Skills, Inc.	4-14-92	Communication Skills	9
Echo Ultrasound	3-5-92	Stress Management	21
Echo Ultrasound	3-12-92	Communication Skills	25
Echo Ultrasound	3-26-92	Success on the Job	24
Ford New Holland	3-16-92	Stress Management	12
Ford New Holland	3-23-92	Communication Skills	11
Ford New Holland	4-6-92	Success on the Job	5
Ford New Holland	4-13-92	Success on the Job	11
Various	3-11-92	Computer Literacy	11

Table 2

WORKSHOP TITLE	# WORKSHOPS	TOTAL ATT.
Success on the Job (Job Ret.)	1	9
Success on the Job (Ass. Time)	2	35
Success on the Job (Values)	1	5
Stress Management	3	44
Communications	3	42
Assertiveness	1	9
Computer Literacy	1(6 weeks long)	11
Time Management	0	0
	12	155

Evaluation

Evaluation of this project was an on-going process. Measurement of the success of "Special Topics" was based on:

A) The development of a six part curriculum.

The final curriculum consisted of 7 workshops.

B) The delivery of the curriculum to approximately 30 people.

Approximately 60 individuals were served by this program, with the total attendance for the workshops reaching 155 (Some people participated in more than one workshop).

C) Obtaining feedback from employers and employees by means of a questionaire.

All workshop participants completed a post-presentation evaluation form. A sample of this form is included in the appendix. Employers or human resource managers were contacted in person or by phone for feedback.

D) The revision of curriculum and the dissemination of curriculum and final report.

Revisions were made as needed. See dissemination section.

Dissemination

This project will be made available through:

Bureau of Adult Basic & Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek, Project Director
Adult Education and Job Training Center
1020 BelleVernon Avenue
Lewistown, PA 17044

Conclusions and Recommendations

Our "Special Topics" project succeeded in its purpose of providing a workplace education program designed from recommendations of past participants. It far surpassed the parameters of the objectives set for it and will, we are sure, enhance all future attempts at starting and maintaining workplace education programs. Demand for workshops was always steady, and the success of the program is probably due in part to the extra effort that was made to give our clients exactly what they wanted, at the time they wanted it. This flexibility of the staff in the areas of revising, adapting, and scheduling played the key role in the project's success.

The main recommendation for any implementation of this program in the future is the important aspect of staff flexibility and communication. Because of the difficulty of catering to clients' time requests, staff must be able to juggle work schedules and work some odd times. Supervisors, especially, must be aware of this fact.

Another important aspect is gearing the workshop toward the target group. We recommend that the workshop presenter get ideas from the employer or human resource manager regarding the number of students that will be attending, the skill levels of these people, and any special areas that could be beneficial to the group.

Appendix

Time Management

Time Management
Resource List

Brewer, Katherine. Getting Things Done. National Press Publications, Shawnee Mission, Kansas 1991.

Winston, Stephanie. Getting Organized. Warner Books, New York 1991.

Tuscarora Intermediate Unit's Adult Education and Job Training Center. The Parent/Study Skill Connection. A Pennsylvania Department of Education Special 353 Project, 1990.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

TIME MANAGEMENT SEMINAR OUTLINE

I. Introduction (p. 2)
- A. Purpose
- B. Strategies

II. Time Robbers (p. 3)
- A. Planning
- B. Organizing
- C. Directing
- D. Controlling
- E. Communicating
- F. Decision Making
- G. Homemakers

III. Time Management Self-Rating (p. 6)
- A. Rating
- B. Discussion

IV. Gaining Time by Knowing Yourself (p. 8)
- A. Short Answer Questions
- B. Discussion

V. Barriers to Time Management (p. 10)
- A. Value
- B. Fear
- C. Lack of Discipline

VI. Time Management Outline
- A. Communication
- B. Delegation
- C. Overload
- D. Crisis Management
- E. Overcommitting
- F. Lists
- G. Flexibility
- H. Morning Madness

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Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

VII. Ten Magic Steps (p. 13)

VIII. Approaching Your Activities (p. 16)
A. Pie Chart
B. Discussion

IX. Motivation and Closing Thoughts

Packet is adopted from the Adult Education and Job Training Center's "The Parent/Study Skills Connection", a project directed by Carol Molek and instructed by Barbara Goss.

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Tuscarora Intermediate Unit
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CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

November 21, 1991

Dear Participant:

Hello! Welcome to the Adult Education & Job Training Center's Time Management Workshop. This seminar is designed to empower you to manage your most precious resource--time. By properly managing time, we all can become more efficient and effective at both home and work. If at the conclusion of the workshop you find yourself "hungry" for more information on this topic, or any other topic related to adult education, please do not hesitate to call the Adult Education & Job Traing Center at 248-4942.

Randy

The Tuscarora Intermediate Unit 11 is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70 A, McVeytown, PA 17051, Phones: 814-542-2501 or 717-899-7143.

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TIME MANAGEMENT

TIME MANAGEMENT

Introduction

Time management has become an increasingly important part of study skills. If we want our students to come to GED classes, do their homework, and spend additional time reading and studying, then we need to provide them with practical, workable information that will help them manage their time wisely and efficiently. Time management is incorporated into our study skills program during the second week of classes. Many times, after the first week of classes, our students are naturally feeling a bit overwhelmed, and they are wondering how they will find time to deal adequately with their GED studies, keep their family functioning, and most importantly, retain their own sanity! The time management strategies offered are practical, common sense ideas that work. We have received much positive feedback from students who have tried many of the ideas and suggestions and found them to be extremely helpful. We feel confident they will work for your students, too.

These time management strategies are perfect for your students to use with their own children to teach them good time management skills. Frequently, the subject of time, especially time to do homework, becomes a volatile family issue. "I don't have the time" is often the catalyst for intense family "discussions." By teaching the parents practical time management ideas that are useful and workable, the parents, inturn, will be equipped to work with their children and teach them to utilize the strategies for better time management. Both the parents and the children will find special rewards and benefits.

WHAT ARE YOUR TIME "ROBBERS?"

	Big Problem for me	Often a problem	Seldom a problem
Planning			
1. Not setting goals	___	___	___
2. No daily plan	___	___	___
3. Priorities unclear or changing	___	___	___
4. Leaving tasks unfinished	___	___	___
5. "Fire fighting," or crisis management	___	___	___
6. No self-imposed deadlines	___	___	___
7. Attempting too much - unrealistic time estimates	___	___	___
Organizing			
8. Personal disorganization/cluttered desk	___	___	___
9. Duplication of effort	___	___	___
10. Confused responsibility and authority	___	___	___
11. Multiple bosses	___	___	___
Directing			
12. Doing it myself	___	___	___
13. Involved in routine details	___	___	___
14. Ineffective delegation	___	___	___
15. Lack of motivation	___	___	___
16. Not managing conflict	___	___	___
17. Not coping with change	___	___	___

Controlling

18. Telephone interruptions	____	____	____
19. Drop-in visitors	____	____	____
20. Lack of self-discipline	____	____	____
21. Too many interests	____	____	____
22. Mistakes/ineffective performance	____	____	____
23. Inability to say "no"	____	____	____
24. No standards, progress reports	____	____	____
25. Incomplete information	____	____	____

Communicating

26. Meetings	____	____	____
27. Under-/unclear/over-communicating	____	____	____
28. Failure to listen	____	____	____
29. Socializing	____	____	____

Decision-Making

30. Snap decisions	____	____	____
31. Indecision/procrastination	____	____	____
32. Wanting all the facts	____	____	____
33. Decision by committee	____	____	____
34. Perfectionism	____	____	____

For Homemakers Only

35. Poor planning of errands and shopping	____	____	____
36. Not planning meals ahead	____	____	____
37. Doing jobs other family members could do	____	____	____
38. Family appointments (doctor, music lessons, etc.)	____	____	____
39. Children's interruptions	____	____	____
40. Chauffeuring children	____	____	____
41. Inability to say "no" to volunteer requests	____	____	____
42. Looking for family's misplaced items	____	____	____
43. Perfectionism	____	____	____
Others	____	____	____

TIME MANAGEMENT SELF-RATING

Name: _____ Date: _____

How effectively have you managed in the following areas:

1 = ineffectively
2 = occasionally effectively
3 = means okay
4 = effectively
5 = very effectively

Read each item and place the number on the line provided that best assesses how effectively you have functioned.

1. I am able to make decisions. _____
2. I am able to take full responsibility for financial matters. _____
3. I can take care of minor home repairs. _____
4. I have established a system to manage my time. _____
5. I can keep within a budget. _____
6. I have established a system to manage my money. _____
7. I can find solutions to my personal problems. _____
8. I can discover my skills and develop them on my own. _____
9. I am able to ask for assistance when I need it. _____
10. I am able to change plans when I have to. _____
11. I am able to face tomorrow. _____
12. I can accept another's decision when it is different from mine. _____
13. I am able to face 5 years from now. _____
14. I am able to accept criticism of myself. _____
15. I can assert my opinion when I feel I am right. _____
16. I am able to make suggestions which I think are important. _____

17. I can set my priorities. _____

18. I am able to set up long-range goals. _____

19. I can evaluate my work realistically. _____

20. I can recognize what is easy and what is difficult for me. _____

21. I understand the demands of work and know I will meet them. _____

22. I am able to relax when I get tense. _____

23. When things go wrong, I have confidence I can cope. _____

24. When I feel depressed, I am able to determine the cause. _____

25. I feel that my appearance is viewed by others. _____

26. I view my ability to find a job. _____

27. I view my ability to find a job I like. _____

28. I can manage my life. _____

GAINING TIME BY KNOWING YOURSELF

Questions to ask about yourself:

1. Have you identified the most important tasks and responsibilities of your job?

   _____

   _____

   _____

2. List those things which should be done daily.

3. Determine those things that contribute most to success.

4. What do you get paid to do?

5. What things do you really like to do?

6. Should you be doing them?

7. Do you drag them out to fill time because you enjoy them and because they make you feel secure?

8. What can you delegate?

9. What can you do smarter?

10. What tasks do you dislike the most?

From: The Parent/Student Study Skills Connection Curriculum, Carol S. Molek, Project Director/ Coordinator (Lewistown: TIU Adult Education and Job Training Center, 1989-1990), pp. 8-15, 18, 246-250, 104-109.

11. How much time do you spend planning:

    A. The day

    B. The week

    C. The month

    D. Long range planning

12. When do you work best:

    A. Prime time

13. Do you know how to catch your momentum?

14. How do you use miscellaneous time?

15. How do you use leisure time?

BARRIERS TO IMPROVING THE USE OF TIME

A. No real concern for the value or use of time

B. Before analyzing the present use of time, quickly stating that time problems are the result of the system

C. Failure to understand or designate the key functions in the job

D. Fear

- of change
- economics
- exposing lack of job skills

E. Lack of discipline and control

TIME MANAGEMENT

I. Communication

A. Ask for help - people cannot read minds
B. Do not yell!
C. Persist in all communication - giving up means losing out
D. Give CLEAR instructions
E. Explain jobs in terms of work not person doing the job
F. GOAL: Better time management for YOU

II. Delegation

A. ASK - communicate your need
B. Let family do chores - THEIR WAY
C. DON'T be critical - once done, forget it; no perfection here
D. Compliment completed job
E. Develop attitude that it is natural and expected for family to help

III. When There Is Too Much To Do

A. We don't plan properly
B. Don't be unrealistic about how long some things take to be done
C. Haven't set priorities or made needed decisions
D. Trying to impress someone or ourselves
E. Afraid to say NO
F. Have allowed the boss or family to be too demanding without doing anything active about correcting it

IV. Crises Management

A. Plan flexibility into your day
B. Anticipate the unexpected as well as the expected
C. Identify a REAL crises - don't over react
D. No perfectionism, no procrastination
E. Have a back-up BEFORE crisis occurs (extra babysitter, food, medicine, etc.)

V. Overcommitting

A. Realistic plans and priority setting
B. Ask two questions: WHAT IS THE BEST USE OF MY TIME?
WHAT WILL HAPPEN IF I DON'T GET THIS DONE NOW?
C. FORGET superwoman
D. Practice saying NO
E. Communicate problem to others - solicit their ideas

VI. To-Do-List

A. Do it now - first or last thing of the day
B. PLAN TIME INSTEAD OF WORK
C. Give each chore a time frame
D. Leave spaces for the unexpected

VII. Flexibility

A. You cannot organize OTHER PEOPLE'S TIME - ONLY YOUR OWN!
B. Planned flexibility gains control of your time

VIII. Morning Madness

A. Most people have ROUTINES, not PLANS
B. Questions of the morning - WHAT CAN I SKIP?
C. Spot your peaks and valleys

TEN STEPS TO EFFECTIVE TIME MANAGEMENT

1. Recognize and treat time as a scarce resource.
2. Operate on the assumption there is never enough time.
3. Be aware of how the forces within you dictate time use.

   * habits
   * attitudes
   * perceptions
   * values
   * experiences
   * emotions
   * health

4. Be conscious of where your time is presently going
5. Determine your short term and long term professional goals.
6. Establish what is true job success.
7. Make a daily list showing those tasks and events contributing to points 5 and 6. Also, consider those events needed to meet demands.
8. Prioritize your tasks.
9. Build in planning and thinking time on a regular basis.
10. List the biggest time wasters and develop a plan of attack for each one.

TIME MANAGEMENT STRATEGIES

1. 80% of your best work is done in the first 20% of the time you spend on a task.
2. Use "sprinting" - pick a few days and start early - go late with all the speed and enthusiasm you can muster.
3. Avoid procrastination: when you leave a project, map out what the next step will be and jot it down. You'll find it's so much easier to return to the next time.
4. Set deadlines.
5. Generate momentum - set a time limit and do some routine parts of the project FIRST. Use an alarm if necessary.
6. Reward yourself AFTER completion of a task - procrastinators tend to avoid tasks by doing something they like first.
7. Pick one task a week on which to improve - decide when you will have success, make a plan, and explain it to all involved. Break down your plan into action steps (daily goals) and build in rewards when you get to the final goal.
8. Consolidate jobs - plan ahead.
9. Set your watch ahead.
10. Have some "quickie" tasks available for spare moments.
11. Schedule meetings with yourself (write it down!)
12. Turn a negative into a positive - instead of worrying about a broken glass, for instance, say something like, "I never liked that one anyway" or "Now I won't have to wash it" or "Now I have an excuse to clean the floor which I've been trying to do for a while."
13. DON'T try to move BOULDERS - break them down into rocks or find rocks to move instead or go around the boulder or go where there are NO BOULDERS, only rocks!
14. Develop a time philosophy - What is your time worth to you? Is it yours to waste if you want? How do you measure time? What are your time horizons? Is time important to you?
15. Set priorities - get organized!
16. Put high priorities first. WHY? We often use valuable time in attending to low priority and sometimes easier tasks because they seem more manageable. Know when you do your best work and use time wisely.
17. Subdivide large tasks into smaller ones.

18. Build a comfortable working atmosphere - a comfortable physical atmosphere! Have a workable but convenient and comfortable layout that includes pleasant lighting and nice furniture.

19. Know when and how to say NO!

20. Learn to delegate.

21. Avoid perfectionism - too time consuming and too much repetition!

22. DON'T OVER COMMIT - know when NOT to volunteer your time; it is precious!

23. Don't over schedule - track your time usage; be realistic.

24. LISTEN TO YOUR INNER VOICE - It's your best guide.

*Activity - The Pie of Life

Purpose - This strategy asks us to inventory our lives and to determine how we are spending our time.

Procedure - Draw a circle that will act as a graph of the amount of time in percentage form that we use each day and for what activities.

In the typical day, how much time do you spend:

1. On sleep
2. At the job
3. With friends
4. Alone
5. In Leisure time
6. On household chores
7. With family
8. Alone with spouse
9. On education (formal)
10. Miscellaneous

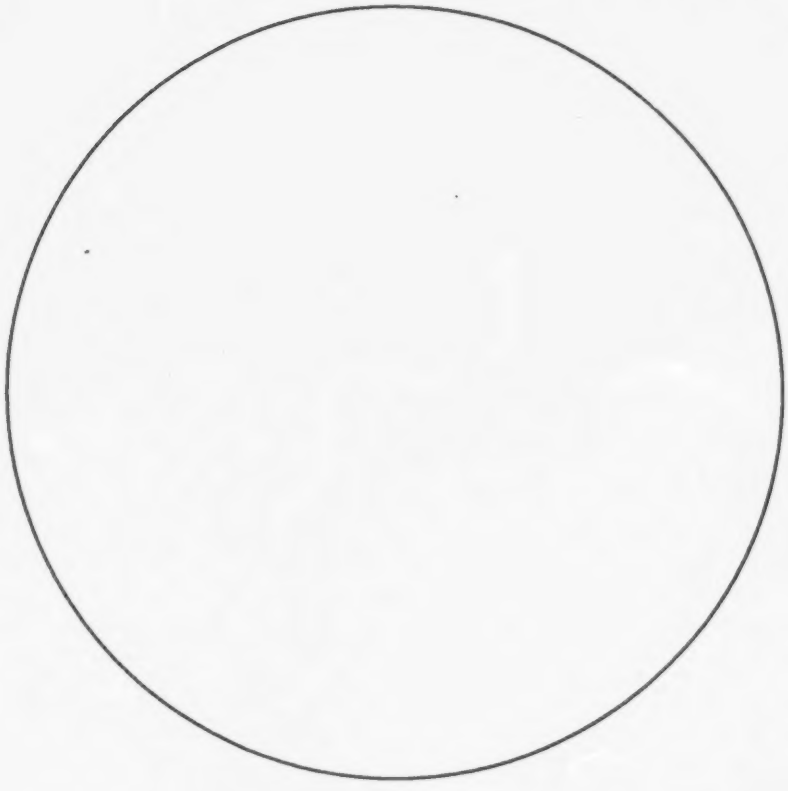
Answer the following questions:

1. Are you satisfied with the relative sizes of your slices?
2. Ideally, how big would you want each slice of your pie to be?
3. Reallstically, is there anything you can to do begin to change the size of some of your slices?
4. Would you be willing to change? Will you?

"The Pie of Life"

Of home, health and work . . .

What do you value most ? ? ?



Do your results match your value system?

My days are typically filled with:

*Work

Hours (on the job) _____

Hours (at home) _____

Travel _____

TOTAL _____*

*Home/Family

Chores _____

Family time
(helping with homework, playing games, talking, etc. . .) _____

Travel (driving to games, etc. . . _____

TOTAL _____*

*Health

Sleep _____

Exercising _____

Relaxing _____

Pleasing self (golf, reading, etc. .) _____

TOTAL _____*

24 hours
Maximum

What percentage of the day

do you give to:

Work _____%

Home/Family _____%

Health _____%

Assertiveness

Assertiveness
Resource List

Towers, Mark. Self Esteem: The Power to be Your Best. National Press Publications, Shawnee Mission, Kansas 1991.

Alberti, Robert E. Your Perfect Right. Impact Publishers, San Luis Obispo, California 1980.

Braham, Barbara. Self-esteem and Getting Ahead. Southwestern Publishing Company, Cincinnati, Ohio 1992.

ASSERTIVENESS WORKSHOP

I Agressiveness vs. Assertiveness
- A. Define
- B. Examples

II Benefits of Assertiveness
- A. Getting What You Want and Need
- B. Health
- C. Positive Self-Image
- D. Sticking Up For Your Rights

Handouts: "Assertive Behavior Inventory" and "Neither You Nor I Have the Right"

III Videotape: "Situational Management For Women" (½ hour)
Note: Program demonstrates examples with women, but information benefits anyone who needs to develop assertive behavior)

IV Developing Assertive Behavior
- A. Deciding What You Want/ Role Models
- B. Exercise: Knowing Yourself
- C. Listening To Your Inner Dialogue

Handouts: "Step-by-Step Process" and "10 Ways to Take Control"

V "DESC" Technique for Assertive Behavior
- A. Describe
- B. Express
- C. Specify
- D. Consequences

VI Conclusion
- A. Practice
- B. Changes/Reactions

Handout: " A Behavioral Model For Personal Growth"

The "DESC" Technique

This is a technique developed by Sharon Anthony Bower and Gordon H. Bower, and explained in their book Asserting Yourself: A Practical Guide for Positive Change. We give only a brief introduction to this technique here.

The basic idea behind the DESC technique (also called DESC script writing) is that you prepare beforehand for situations in which assertiveness is needed. DESC stands for Describe, Express, Specify, and Consequences. This technique is especially good for those scenes that happen over and over again, in which you never feel very good. After using DESC deliberately in several situations, you can begin to be more assertive in on-the-spot confrontations.

Here are the four steps of the DESC method:

a. Describe - Describe the behavior or situation that is bothering you. Be as specific, as truthful, and as objective as possible, but also be brief. Don't generalize with statements like, "You are always criticizing me." It's better to say, "You sometimes criticize the work I do in a way that I don't like." Avoid ridiculing the other person, and don't be overly dramatic.

b. Express - Express how this behavior or situation makes you feel. Be as specific as possible. Put your statements in terms like, "I feel lonely when that happens." It's better to say, "I feel embarrassed when you do that," than to criticize the person with attacking statements like, "You are insensitive."

c. Specify - Say as specifically as possible what you need to see changed. Avoid should or ought ("You should do such and such") because they sound preachy. A straight statement is better. For example, "I want you to start coming home before midnight." Be reasonable. Don't ask for the moon. Ask for agreement with your request.

d. Consequences

(1) State the positive things that will happen if the person does what you want. Make sure your reward is something the person wants. Often your thanks or your continued regard for the other person is enough. Sometimes it isn't, and a more tangible reward is necessary, like an allowance increase, a pay raise, or an evening out.

(2) If necessary, state the negative or bad consequence that will happen if he or she doesn't do what you want. Often the bad consequence can be left unsaid. Your bad consequence, whether or not you find you need to state it, should be something you are realistically willing to carry out. Don't threaten what you can't or won't deliver. Only state your bad consequence if you must.

Often, you must be willing to bargain or negotiate over the last two steps, Specify and Consequences. You may need to barter for time by saying, "I'd like to think about that for a while." Don't agree to anything unless you feel you are getting a satisfactory deal (or at least that you're not dissatisfied with the deal). Remember, only use your bad consequence as a last resort.

ASSERTIVENESS CONTROL

1. BUILD YOURSELF UP. Self-esteem is the key. Many people believe that fate guides their lives, rather than their own efforts and skills.

   Lack of self worth leads to lack os assertiveness. Concentrate on your good points instead of dwelling on the bad. Once you've built up a reserve of self-esteem you can cope with the knocks along the way. Treat yourself well-- phone an old friend or go for a walk in the park.

2. SPEAK OUT. Decide what you want and ask for it specifically. Other people cannot be expected to know what you want or feel. Tell them honestly. Otherwise resentment and anxiety undermine your confidence.

3. STICK TO WHAT YOU WANT. Don't be brow-beaten into submission. Practice the technique of repetition. Answer every argument sensibly, then calmly repeat your point of view.

4. REMEMBER YOUR RIGHTS. You have the right to state your own needs and priorities; to be treated with respect; to express your feelings and opinions; to say yes or no for yourself; to make mistakes; to change your mind; to say you don't understand; to ask for what you want; to avoid taking responsibility for other people's problems; and not to worry about other people's approval.

5. DON'T DENY YOUR FEELINGS. Ignoring nerves, anger, fear, affection, etc. makes you tense. Situations are more difficult to cope with. You may not understand why you feel the way you do; but if you openly acknowledge the feeling, you'll be less anxious. Tell someone how you feel. Take a deep breath to calm yourself. Or simply let go of the anger. If you're not sure of your feelings, talk them over with a person you can trust.

6. PRACTICE SAYING YES AND NO. Don't say yes without thinking; do learn to say no without feeling guilty. Remember, you're refusing a request, not the person. Listen to your immediate feelings when a request is made-- your body tells you what to answer. If you're uncertain, ask for time to think or for more information.

7. DON'T BLAME YOU CHARACTER. Once you start blaming your mistakes or failures on things within yourself that you cannot change, you're on a downward path. Instead, work out specific reasons why you failed and think about how you'd tackle them next time.

NEITHER YOU NOR I HAVE THE RIGHT

1. To tell others how they feel.

2. To demand others change their behavior.

3. To tell others how to think or, act.

4. To assign to others the responsibility for our own behaviors, thoughts, and feelings.

5. To blame others for our mistakes or deficiencies.

6. To attempt to make others feel guilty for how they think, feel, or behave.

7. To be assertive without consideration of the needs of people with whom we are being assertible.

8. To be assertive without considering the feelings of the person (s) who is with us when we are assertive.

1. Observe your own behavior. Assess your assertiveness. Assess your effectiveness in interpersonal relationships.

2. Keep track of your assertiveness. Log your behavior, be honest and systematic.

3. Pick a particular situation you want to improve. Close your eyes, concentrate in detail, look at the behavior and feelings, and analyze what happened.

4. Review your responses ... verbal and nonverbal. Which were assertive, nonassertive, aggressive? Note your strengths.

5. Observe an effective model. Watch someone who handles the same situation very well. Watch for style. Discuss with that person, if appropriate.

6. Consider alternative responses. Could you deal with this situation more to your own advantage? Think in terms of rights and control.

7. Imagine yourself handling the situation. Play it out in your mind. Close your eyes and visualize yourself behaving and speaking assertively.

8. Try it out with someone else. Practice until you find the most comfortable mode. May want to try it out in front of your mirror first. Explore different options. Make careful observations of your behavior.

9. Get feedback. Note your strengths with pride. Work on your weaknesses positively.

10. Reshape or rework your behavior. Practice until you are comfortable dealing in a self-enhancing manner with the previously situation.

11. Test it out. ACT. This is what it's all about: doing it "in vivo."

12. Train further. Repeat any steps appropriate to develop the behavior pattern you desire.

13. Personal reinforcement. Be aware of the rewards of successful assertive behavior...for instance: increased self-esteem, positive responses from others.

14. Get ready for the next one ..... GO FOR IT!!!!

Success on the Job
(Job Retention Skills)

Success on the Job-Job Retention Skills Resource List

Educational Design Incorprated. Videotape: You and Your Co-workers. New York. 11 minutes.

Wallace, Harold and Masters, Ann. Personality Development for Work. Southwestern Publishing, Cincinnati, Ohio. 1989.

Sher, Barbara and Gottlieb, Annie. Teamworks! Warner Books, New York 1989.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

SUCCESS ON THE JOB SEMINAR OUTLINE

I. Outlooks and Attitudes
   A. Aggressiveness vs. Assertiveness
      VIDEOTAPE: Situational Management"
   B. Attendance & Punctuality
   C. The GoldenRule

II. Organization and Time Management
   A. Barriers to time management
   B. Time Robbers
   C. Know Yourself
   D. Time Management Strategies

III. Stress
   A. Exercise
   B Relaxation
   C. Crafts and Hobbies
   D. Diseases

IV. Complaints and Solutions
   A. Keep Busy
   B. Experiment
   C. Set Goals
   D. Pride
   E. Communication

V. Competence
   A. Basic Skills
   B. Adult Education Center Programs
   C. Life-long Learning

VI. Closing Remarks and Discussion

Juniata-Mifflin Vo-Tech School (717) 248-4942
1020 BelleVernon Avenue (717) 242-1423
Lewistown, PA 17044 (717) 248-8610 FAX
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Stress Management

Stress Management
Resource List

Curren, Debra. Stress and the Healthy Family, Harper and Row, San Francisco, 1985.

Chadworth, Edward. Stress Management, New York Bulletin Books, New York 1991.

Selye, Hans. Stress Without Distress, Lippincott, New York, 1980.

Willson, Linda. Discover, WEEA Publishing Center, Newtown, Mass. 1987.

"Danger Signs of Stress"

Some of the danger signs that different individuals may detect in themselves as evidence of their being under stress have been pinpointed by Selye. Each of us could benefit by reflecting on Selye's list in order to learn to recognize which danger signs are being manifest in times of stress in our own lives. He includes:

1) general irritability, hyperexcitation or depression;
2) pounding of the heart (an indication of high blood pressure);
3) dryness of the throat and mouth;
4) impulsive behavior, emotional instability;
5) the overpowering urge to cry or to run and hide;
6) inability to concentrate, flight of thoughts, and general disorientation;
7) predilection to become fatigued, and the loss of joie de vivre;
8) "free-floating anxiety" (i.e., we are afraid, although we do not know precisely what it is we are fearing);
9) emotional tension and alertness, feeling of being "keyed up";
10) trembling, nervous tic (i.e., brief recurrent, irresistible movement of a small segment of the body);
11) tendency to be easily startled by sounds that are not loud;
12) high pitched, nervous laughter;
13) stuttering and other speech difficulties;
14) gnashing or grinding of the teeth;
15) insomnia;
16) hyperirritability;
17) sweating;
18) the frequent need to urinate;
19) diarrhea, indigestion, queasiness in the stomach, and sometimes even vomiting;
20) migraine headaches;
21) premenstrual tension or missed menstrual cycles;
22) pain in the neck or lower back;
23) loss of appetite or compulsive eating;
24) increased smoking;
25) increased use of legally prescribed drugs, such as tranquilizers or amphetamines;
26) alcohol and drug addiction;
27) nightmares;
28) neurotic behavior
29) psychoses; and
30) a marked proneness to accidents.

The field of stress management has been constantly redefining itself. "Your Life Change Score" was originally called a "Life Stress Inventory." The original inventory contained only life events which were universally agreed to be negative. They were mainly geared toward men who were the ones who went out into the stressful workplace. The men were advised to come home on the non-stressful environment and relax. Women who stayed home didn't really need to reduce stress because "there was very little stress at home." Over time, this view changed. It became acknowledged that many events previously considered to be extremely positive were also extremely stressful such as vacations, Christmas and even outstanding personal achievement. So many events became viewed as stressful that the word "stress" assumed the same emotional overtones as the word "cancer." Selye equated degree of stress to the chance of becoming ill within the next year. If your score represented a mid-life crisis, you had a 33% chance of becoming ill. A moderate and major life crisis equated to a 50% chance of becoming ill within the year.

Because stress was viewed as so pervasive and damaging, a myriad of ways of reducing stress, based mainly on relaxation and cognitive approaches have appeared.

FRUSTRATION ASSESSMENT

Frustration occurs when we're blocked from doing what we want to do. Emotionally, we respond to frustration with feelings of anger and aggression and with hormonal responses that accompany these emotions. In short, frustration causes the stress response. Four major sources of everyday frustration are overcrowding, discrimination, economic conditions, and bureaucracy.

1. When I can't do something my way I simply adjust to do it the easiest way.
   a) Almost always true
   b) Often true
   c) Seldom true
   d) Almost never true

2. I get upset when someone in front of me drives slowly.
   a) b) c) d)

3. It bothers me when my plans are dependent on the actions of others.
   a) b) c) d)

4. Whenever possible, I try to avoid large crowds.
   a) b) c) d)

5. I am uncomfortable having to stand in long lines.
   a) b) c) d)

6. Arguments upset me.
   a) b) c) d)

7. When my plans don't go smoothly, I become anxious.
   a) b) c) d)

8. I require a lot of room (space) to live and work comfortably.
   a) b) c) d)

9. When I am busy at some task, I hate to be disturbed.
   a) b) c) d)

10. I believe that all good things are worth waiting for.
    a) b) c) d)

Look back at the assessment exercise. Statements 1 and 2 show your flexibility and patience. Items 2 through 9 indicate frequent perceptions or feelings of frustration.

The highest score possible is 40, the lowest, 10. The higher your score, the greater your perception of frustration and the more stressful frustration would be for you. General guidelines are: 26-40, high frustration/high stress; 20-25, moderate frustration/moderate frustration; 10-19, low frustration/low stress.

OVERLOAD ASSESSMENT

Have you ever felt the pressures of life were building up so that you could longer meet their demands? During this time you may have noticed a decline your social life and more of a "self-centeredness". Perhaps you lost sleep and then became more tired and irritable. You may even have become more susceptible to colds and flu. If any of these things sound familiar, chanc are you were a victim of "overload".

Choose the most appropriate answer for each of the ten statements below and place the letter of your response in the space to the left of the question.

How often do you ...

___ 1. Find your self with insufficient time to complete your work?
a) Almost always true c) Seldom
b) Often true d) Never

___ 2. Find yourself becoming confused and unable to think clearly because too many things are happening at once.
a) b) c) d)

___ 3. Wish you had help to get everything done?
a) b) c) d)

___ 4. Feel that people around you simply expect too much from you?
a) b) c) d)

___ 5. Feel overwhelmed by the demands placed on you?
a) b) c) d)

___ 6. Feel your work infringing on your leisure hours?
a) b) c) d)

___ 7. Get depressed when you consider all the tasks that need your attention?
a) b) c) d)

___ 8. See no end to the excessive demands placed on you?
a) b) c) d)

___ 9. Have to skip a meal so that you can get work completed.
a) b) c) d)

___10. Feel that you have too much responsibility?
a) b) c) d)

SCORING: a=4, b=3, c=2, d=1 YOUR SCORE: ___

26-40 High stress level
20-25 Moderate stress level
10-19 Low stress level

BEST COPY AVAILABLE

BEHAVIOR PATTERNS ASSESSMENT

Evidence strongly suggests that the manner in which we choose to interact wit! our surroundings can play a major role in determining whether we develop premature heart disease. If this is coupled with other risk factors such as smoking, lack of exercise, the tendency to be overweight, and high fat diets, your chances increase for heart disease.

___ 1. I hate to wait in line.
a) Almost always true
b) Often true
c) Seldom true
d) Almost never true

___ 2. I often find myself "racing" against the clock to save time.
a) b) c) d)

___ 3. I become upset if I think something is taking too long.
a) b) c) d)

___ 4. When under pressure, I tend to loose my temper.
a) b) c) d)

___ 5. I seldom like to do anything unless I can make it competitive.
a) b) c) d)

___ 6. My friends tell me I tend to get irritated easily,
a) b) c) d)

___ 7. When sometimes needs to be done, I'm the first to begin even though the details may still need to be worked out.
a) b) c) d)

___ 8. When I make a mistake it is usually because I've rushed into something without even giving it much thought and planning.
a) b) c) d)

___ 9. Whenever possible, I will try to do two things at one time, like eating while working, or planning while driving or taking a shower.
a) b) c) d)

___10. I find myself feeling guilty when I'm not actively working on something.
a) b) c) d)

SCORING: a=4; b=3, c=2, d=1 YOUR SCORE: _____

Communications Skills

Communication Skills
Resource List

Cooperative Extension Service Peer Plus II. Michigan State University.

Cooperative Extension Service Skills For Working Together, Penn State University.

Sagert, Janine. Time Out. Sagert Management System, Austin, Texas 1984.

Willson, Linda. Discover. WEEA Publishing Center, Newton, Mass 1987.

SESSION IV

Participant's Sheet

Chart I

INEFFECTIVE METHODS OF COMMUNICATING

1. Anything that implies that you are a better judge of what is right for other people than they themselves are

   a. Giving orders

   b. Making threats

   c. Moralizing or giving advice

2. Anything that puts the other person down

   a. Criticizing

   b. Passing judgment

   c. Ridiculing

   d. Blaming

   e. Name calling

3. Anything that says "I don't want to deal with you now" or "I'm afraid to deal with you now".

   a. Ignoring

   b. Distracting

   c. Withdrawing

   d. Humoring

All of the above, when used on other people, cause them to stop communicating. Which ones do you use?

LISTENING TO OTHERS

1. In order to listen, we must first stop talking.
2. Learn to empathize.
3. Try not to react with negative, non-verbal messages.
4. Concentrate on words, feelings, ideas; tune in, not out.
5. Show interest by giving full attention through eye contact, avoid giving the impression something else demands more attention.
6. For the moment, set aside any other problems and/or emotions. Anger or other emotional reactions can impede the listening process.
7. Focus on the main points.
8. Share responsibility for communication. Remember that good communication is two-way, not one-way.
9. React to ideas, not to the person.
10. Don't argue mentally. This sets up barriers and prevents listening.
11. Use the difference in rate between speaking and thinking. Anticipate what will be said; think over what was said; try to search for meaning and formulate questions.
12. Listen for what is NOT said. Perhaps what is avoided is an important clue.
13. Don't antagonize the speaker by arguing, criticizing, or asking too many questions too soon.
14. Listen for the speaker's personality to surface. Be aware of values, concerns, motivations, interests, likes, and dislikes.
15. Check comprehension by paraphrasing to be sure the lines of communication are moving in the same direction.
16. Avoid hasty judgments.
17. Evaluate reasoning, facts, and evidence.
18. Watch for selective perception (the tendency to notice only a part of what is being said). The part of the conversation that is most interesting often receives the most attention. Make an effort to get and to understand the whole meaning.

THE DIRTY DOZEN - COMMUNICATION ROADBLOCKS

1. Ordering, Commanding, Directing

   These messages tell a student that his feelings, needs, or problems are not important; he must comply with what the teacher feels or needs.

2. Warning, Threatening

   These messages are very much like ordering, commanding, and directing but the consequences or refusal to comply are added.

3. Moralizing, Preaching, Giving "shoulds and oughts"

   These messages bring to bear on students the power of the outside authority, duty, or obligation. Students respond generally to "should and oughts" by resisting, defending.

   Moralistic messages convey that the teacher does not trust the judgment of the student and he had better accept what others deem as right.

4. Advising, Offering Solutions or Suggestions

   Such messages are heard by students as evidence that teachers don't have confidence in students' ability to solve their own problems. These methods also influence students to become dependent, or stop thinking for themselves, to turn to outside "authorities" for answers in stressful situations.

5. Teaching, Lecturing, Giving Logical Arguments

   These may be legitimate in the "No-Problem" area, but when a student is experiencing problems, he may react by feeling inferior, subordinate, and inadequate.

6. Judging, Criticizing, Disagreeing, Blaming

   These messages make students feel stupid, inadequate, inferior, unworthy, bad. These negative evaluative statements chip away at a student's self-esteem. Negative criticism provokes counter-criticism. Evaluation strongly influences students to hide their feelings, play it safe, and go elsewhere for help.

7. Praising, Agreeing, Giving Positive Evaluation

   Praise is not always beneficial to students and can sometimes have very negative effects. A positive evaluation that does not fit a student's self-image may evoke anger ("I am not"). Sometimes students feel they are being manipulated. When praise is used frequently in a class, students interpret the absence of praise as criticism.

8. Name-Calling, Stereotyping, Ridiculing

   These are forms of negative evaluation and criticism. The frequent responses of students to these messages is to give one back.

9. Interpreting, Analyzing, Diagnosing

Such messages tell the student that the teacher has them "figured out," knows what their motives are, or why they behave the way they do. This amateur psychoanalysis can be threatening and frustrating to students. Such messages are seen by students as evidence that the teacher feels he is wiser. The "I know why" messages cut off any desire on the part of the student to say more. It's too risky to share information with the teacher.

10. Reassuring, Sympathizing, Consoling, Supporting

On the surface, these messages seem to be helpful to students struggling with problems. In fact, they are not. To reassure a student when he is feeling disturbed about something may simply convince him that you do not understand. Teachers reassure and console because they are not comfortable with the strong negative feelings students may have when they are troubled. Reassuring and supportive messages at these times tell the student that the teacher wants them to stop feeling the way they do ("Don't feel bad, things will work out."). These messages often discount students' feelings and stop further communication.

11. Questioning, Probing, Interrogating, Cross-Examining

When teachers ask questions of a student who is sharing a problem the student may infer that the teacher is trying to get information in order to solve the problem for him, rather than let him solve his own problem. Questions limit the student's freedom to talk about what he wants to talk about. Questions are most frequent when the teacher's desire to know more gets in the way of his ability to be helpful.

12. Withdrawing, Distracting, Being Sarcastic, Humoring, Diverting

Such messages can communicate to a student that the teacher is not interested in him, does not respect his feelings, and may even be rejecting him. Students are generally quite serious when they need to talk about a problem. Responding with kidding, teasing, sarcasm can make them feel hurt and put down.

These 12 roadblocks and their explanations were taken from:

TEACHER EFFECTIVENESS TRAINING
by: Dr. Thomas Gordon

Success on the Job
Assertiveness and Time Management

For this workshop, combine the Assertiveness and Time Management resources and curriculum.

Computer Literacy

Computer Literacy
Resource List

Cashman, Thomas. Learning to Use Wordperfect. Boyd & Fraser Publishing Co., Boston, 1990.

Crowell, Caleb. Computer Literacy. Educational Design, Inc., NY 1985.

A. INTRODUCTION TO COMPUTERS

1. Define the computer & discuss the 4 basic operations
   Input, processing, output & storage

   a. Computer - a definition
      an electronic device, operating under the control of instructions stored in its own memory unit, that accepts input or data, processes data arithmetically & logically, produces output form the processing, and stores the results for future use.

   b. All computers perform basically the same four operations
      1. Input operations - data is entered
      2. Arithmetic operations +, -, *, /
         Logical operations <, =, >
      3. Output operations - make information generated available for use.
      4. Storage Operations - store data for future use

2. Define data and information

   a. Data is raw facts or numbers & words for procesing in a predetermined manner on a computer to produce information.
   b. Information is defined as data that has been processed into a form that has meaning & is useful.
      Example - telephone book

3. Components of a computer

   a. Input devices
      1. keyboard
         a. alpha keys - typewriter
         b. numeric keypad
         c. cursor control keys
            1. define cursor
            2. cursor movement
         d. shift, insert, delete, tab, backspace
         e. escape key
      2. Mouse
      3. laser scanner at the grocery store
      4. light pen

   b. processor unit contains
      1. CPU
         a. ALU
         b. control unit
         c. small amount of short term memory
      2. Main Memory
         a. Bits, Bytes
         b. ROM, RAM
         c. chip, microprocessors

C. output devices
    1. Printers
        a. Impact printers
            1. dot matrix
                a. 50 - 300 characters/sec
                b. letter quality or NLQ
                c. graphics at low cost
            2. daisy wheel printer/letter qlty.
        b. non-impact printers
            1. Ink Jet
                a. sprays drops of ink
                b. 150-270 characters/sec
            2. Laser printers
                a. beam of laser light focused on photoconductor that attracts toner that is then fused onto the paper
                b. can print varying type styles
                c. 6 - 8 pages of text per minute.
            3. Plotters - draw with pens, graphics

    2. Computer screens
        a. differnt names
            1. monitor
            2. VDT - video display terminal
                c. CRT - cathode ray tube
        b. two general types
            1. monochome, green/amber/white on black
            2. color, 256-256,000 colors, graphics
    3. Other output devices
        a. speakers - sound, music
        b. LCD - liquid crystal display - watches, laptop computers

D. Auxillary Storage - used to store instructions and data when not needed in main memory.
    1. Diskettes or disks
        a. storage capacity depents on
            1. # of sides used /ss/ds
            2. # of tracks on the diskette or bpi single, double, high - depends on drive
            3. recording density of the bits on a track
                a. formatting, initiated by os, established by the drive
                b. diskette handling & write protect notch

    2. Hard Disk - rigid metal platter coated with metal oxide allowing data to be magnetically recorded
        1. most cannot be removed from the drive
        2. spin at 3600 rpm
        3. storage capacities range from 5 million to over 100 million characters on fixed disks for micro computers

4. Computer Software - controls the computer's input, processing, output, and storage operations
    a. application software - allows the user to perform a function on the computer like word processing, spreasheet, or database functions
    b. system software - programs/instructions used to start up the computer, load, execute, store, retrieve files, or perform a series of utility functions, like formatting a diskette

Name: _____

Date: _____

I. 1-20 Multiple choice

1. You are working on a computer. The computer has asked you a question, and you have typed the answer. Your answer appears on the screen. How do you tell the computer that you are ready to go on?

   a. Press the cursor control key
   b. Press M for memory
   c. Press the RETURN key
   d. Don't do anything

2. The computer's long term memory is stored on _____.

   a. Chips
   b. A microprocessor
   c. A power supply
   d. A PC board

3. A chip contains _____.

   a. A clock
   b. A PC board
   c. An IC
   d. None of the above

4. Which is not the same?

   a. A desktop computer
   b. A microcomputer
   c. A minicomputer
   d. A personal computer

5. Elsie is thinking about buying a disk drive that handles double-sided, double-density diskettes. This kind of diskette

   a. Holds more than other disks
   b. Spins faster than other disks
   c. Cost less than other disks.
   d. Is bigger than other disks
   e. Has to do with the brand name

6. A diskette is the same as a

   a. Winchester
   b. Hard disk
   c. Disk drive
   d. floppy

7. The bill you receive at the checkout counter is an example of _____.

   a. Input
   b. Output
   c. Graphics
   d. An operator command

8. If I am to present a report to the class, I may use pie charts to pictorally show a comparison between several variables. A pie chart is an example of

   a. Graphics
   b. Integrated circuit
   c. An interface
   d. A modulator

9. A chip is made of _____.

   a. Graphite
   b. Silicon
   c. Silver
   d. Magnesium

10. If there is a power outage, the information in ROM

    a. is lost
    b. is not affected
    c. is transferred to ASCI code
    d. is transferred to a diskette

11. RAM is _____.

    a. Temporary
    b. Permanent
    c. also called a Winchester
    d. part of the hard drive

12. The bill you receive at the checkout counter is a/an

    a. "Soft copy"
    b. Lamination
    c. "Hardcopy"
    d. "Easycopy"

13. The proper way to change from the A DRIVE on the IBM to the B DRIVE is _____.

    a. B;
    b. B"
    c. B=
    d. B:

14. Which of the following is not included in the proper care of the diskette?

    a. Don't touch the windows
    b. Don't place in excessive heat
    c. Don't lay on the desk with other diskettes
    d. Don't place heavy objects on the diskettes

15. If you want to save a document that you have typed in WordPerfect, you will save it to _____.

    a. ROM
    b. RAM
    c. The microprocessor
    d. A diskette

16. Floppy disks can come in all the following sizes but _____.

    a. 7.0"
    b. 3.5"
    c. 5.25"
    d. 8.0"

17. If you want to begin a program, where do you type the command name?

    a. At the DOS prompt
    b. At the time prompt
    c. At the date prompt
    d. It begins by itself just like the apple

18. What is the difference between the Apple and the IBM?

    a. You cannot do both a warm boot and a cold boot on the IBM
    b. You cannot save your work on the Apple
    c. You need to jump start the IBM with a DOS disk
    d. There isn't any difference between the two

19. What does format mean?

    a. To prepare a disk for use with a specific system
    b. To save to your disk
    c. To destroy the disk itself
    d. To initialize the system

20. To link more than one PC to a printer you can use a/an

a. IC
b. Modulator
c. Winchester
d. A/B Switch Box

II. SHORT ANSWER (1-10)

1. If you are at the A> prompt and want to look at what's on the disk in the B DRIVE, but you only want the names of the files and not the times and dates, what would you type in?

_____

2. What command clears the screen? _____

3. What are the two WILD CARDS that we talked about in class?
A._____ B. _____

4. If you are at the A> prompt and want to copy the file TEST.WK1 to the B DRIVE, what would you type in?

_____

5. I want to rename TEST.WK1 as TESTBK.WK1. How do I do this?

_____

6. I also want to delete the file called GRADES1.PIC. How do I do this? _____

7. Name 4 things you don't do to a diskette.
(1)_____

(2)_____

(3)_____

(4)_____

8. What type of print is the following?

_____

Correspondence and Forms

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

October 23, 1991

Mr. Brian Schell
Buckell Plastics
411 S. Main St.
Lewistown, PA 17044

Dear Brian,

Last spring we had asked you to write a letter of support for one of our special adult education 353 grants. The project, "Workplace Education: Special Topics" has been funded through 6/30/92.

We now have the opportunity to provide workshops for your employees at your worksites. The workshops can vary from one hour to a half day and can be scheduled according to your needs.

Topics for the workshops include:

Stress Management
Communication Skills
Diversity in the Workplace
Assertiveness
Job Retention
Computer Literacy

Presenters are experienced staff from the Adult Education and Job Training Center. Workshop content will be tailored to meet the needs of your particular group.

Please contact me with your questions or to schedule workshops at Skills. I'll look forward to hearing from you.

Sincerely,

Carol Molek
Adult Education Coordinator

CM:sk

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

FREE WORKSHOPS

The TIU Adult Education and Job Training Center is offering free workshops at your worksite. Each session is 1 1/2 hours long and presented by an experienced instructor. Workshops include:

STRESS MANAGEMENT
COMMUNICATION SKILLS
ASSERTIVENESS
TIME MANAGEMENT
SUCCESS ON THE JOB
COMPUTER LITERACY

Pre-registration

Name _____

Employer _____

I am interested in attending the following workshops:

_____Stress Management
_____Communication Skills
_____Assertiveness
_____Time Management
_____Success on the Job
_____Computer Literacy

I prefer the following time(s) for the workshops:

_____ mornings
_____ afternoons
_____evenings

Participants: The information requested here is required by our funding source. It is used only fo statistical reporting and is handled confidentially. Thank you for your cooperation.

Workplace Workshop

1. Workshop Title: _____ 2. Date: _____

3. Name: _____

4. Social Security No. _____ 5. Sex: ___ male ___ female

6. Age Group: ___16-24 yr ___ 25-44 yr ___ 45-59 yr ___ 60 & ov

7. Age in years: _____

8. Household Status:

_____ head of single parent household
_____ head or spouse (partner) of 2 parent household
_____ head or spouse (partner) - no dependents
_____ dependent member of household
_____ living alone

9. Number dependents under 18 _____

10. Have you participated in other training of the Adult Education and Job Training Center?

11. Employer _____

12. Do you receive any public assistance? ___ yes ___ no

13. Do you have any handicaps? ___ yes ___ no

14. Are you an immigrant? ___ yes ___ no

15. Are you enrolled in any other federal training or educational program?
___ yes ___ no

16. Circle last grade completed

1 2 3 4 5 6 7 8 9 10 11 12

Special Education Non-English Diploma Post-High School Stud

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Workshop _____

Name_____Agency_____Position_____

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

Presenter #1	Excellent	Average	Poor
Presenter #2	Excellent	Average	Poor

Will you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

Yes No

Please give us any suggestions you have for future training. _____

_____

_____

Any additional comments or recommendations are greatly appreciated.

Thank you

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